

## UNIT FIVE

### I. Warm-Up

#### 1. Tongue Twisters

- She sells sea shells by the sea shore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells.
- Mrs. Smith's Fish Sauce Shop.
- Peter Piper picked a peck of pickled pepper.  
Did Peter Piper pick a peck of pickled pepper?  
If Peter Piper picked a peck of pickled pepper,  
Where's the peck of pickled pepper Peter Piper picked?
- If a white chalk chalks on a black blackboard, will a black chalk chalk on a white blackboard?
- Never try travelling by train in a dry country like Trinidad.
- He sighed, she sighed, they both sighed, side by side, down beside the river side.
- "Surely Sylvia swims!" shrieked Sammy, surprised.  
"Someone should show Sylvia some strokes so she shall not sink."
- A Tudor who tooted a flute  
tried to tutor two tooters to toot.  
Said the two to their tutor,  
"Is it harder to toot  
or to tutor two tooters to toot?"
- Shy Shelly says she shall sew sheets.
- Three free throws.
- I'll have a proper cup of coffee in a proper coffee cup.
- Who washed Washington's white woolen underwear  
when Washington's washer woman went west?
- Swan swam over the pond; swim, swan, swim!  
Swan swam back again - well swum, swan!

#### 2. Jumble Game

- ROALPPU :
- MLSI:
- LAJI:
- ANOL:
- ATOB:
- ARTSM:

### II. Basic Text

#### AMERICAN MANNERS AND CUSTOMS PROFESSOR BROWN'S LECTURE SERIES Dinner Party

If you are shown into the sitting room, before the dinner begins, you are more likely to be offered a cocktail. Sometimes the serving of cocktail may last an hour. If you are not accustomed to American cocktails, you'd better be careful, because the cocktails are often very strong. Cocktails or other drinks may be served "on the rocks", which means they are poured over ice, or you may say, "I'd like it straight up", which means without ice. Iced drinks are not quite strong, especially when the ice has melted a bit.

Cocktail is often looked after by the husband, as the wife may still be busy cooking. Then the dinner will begin. Men will have to help the ladies with their chairs. The honored guest is usually seated to the right of the host or hostess. Dinner at the home of an American is likely to be an easy and informal occasion. Plates of food will be passed from person to person or the host or hostess may serve from one end of the table. Since most families do not have a servant to help with dinner, the family share the work. Usually, the wife prepares the meal, the husband serves the cocktails, and the wife or children clear the dishes from the table.

Sometimes American families like "buffet" style dinner. It is easier to serve. At such meals, the food is arranged on a table and all the guests serve themselves and then go and sit in another room rather than at the table. A buffet dinner usually provides a good opportunity of talking to other guests.

The main course served at an American meal is usually meat, fish, or poultry, but rarely is there more than one of these served at the meal. Seafood, like lobster, is sometimes served as a first course. Salad is a favorite course and is served all the year round.

Many Americans drink coffee or tea with their meals. Others prefer to have it after the meal. When you order coffee, you may be asked "regular?" This means: "Do you want lots of cream in it?" If you do not like it, ask for "black" (which means "no milk") or "dark" (which means "a little milk"). In a restaurant, the cream and sugar are most often brought separately and you may add as much as you like.

### **How to Handle Silverware**

American customs in using silverware are different from European. The Europeans generally hold the knife in the right hand, the fork in the left, and manage the knife and fork with both hands. They keep their knife and fork in their hands until they finish eating.

But an American, on the contrary, may use just one hand whenever possible and keep the other hand on his lap. He uses the fork in his right hand to pick up, for instance, the chips or fried potatoes. When he has to cut and slice his meat, he changes his fork to the left hand and picks up the knife in this right hand and cuts it. Then he puts down the knife and changes the fork to his right hand and picks up the sliced meat. Then, perhaps, he will suddenly think of his coffee or orange juice. So he has to put down his fork in order to drink his coffee.

By the way, Europeans usually have their coffee after the meal, but many Americans prefer having coffee during the meal. Then he picks up the fork and changes and puts it down again to butter his bread. He puts his bread into his mouth with his right hand and then picks up the fork again and changes again. He is busy all the time, picking up and putting down the silverware and changing.

So you see, the American people are clever enough to operate the lunar rover, sending moon-walk pictures to earth, but not so clever as to handle their knife and fork properly.

There is one more thing which is different from what the Europeans do. Americans never use fork and knife for eating bread. They break it first, and hold it in their fingers. So people will consider it peculiar if you put a slice of bread on your plate, butter it with a knife, and then cut it up and eat it with your knife and fork.

If you are present at a formal dinner, you might be confused and surprised to find so many forks, knives, and spoons. You might be at a loss to know what to do with them. Don't worry. The rule is simple. You just use them in the order in which they lie, beginning from outside towards the plate.

The small fork on the outside on the left is for salad. Salad is often served with the soup. The spoon on the outside at the right is for soup. There is a separate little knife, called a butter spreader, on a bread-and-butter plate or bread plate at the left. As the bread is passed, each guest puts his pieces on the small plate. Next to the soup spoon, there will probably be the blunt knife for fish which is smaller and blunter than other knives that are for cutting meat or chicken.

Now allow me to stop here today. We will go on with this topic next time.

### **III. Your Turn**

- What do you know about the American customs of arranging dinner party? Compare Russian and American ways of drinking coffee. What is buffet style dinner?
- How to use silverware at an informal party and at an official reception?

### **IV. Thoughts and Ideas**

- Some people are too lazy to put food in their own mouths. (The Bible, 19:24)
- Any fool can start arguments; the honorable thing is to stay out of them. (The Bible, 20:3)
- **Eleanor Roosevelt:** "I am inclined to think that being a success is tied up very closely with being one's own kind of individual".

- **James Matthew Barrie:** The life of every man is a diary in which he means to write one story, and writes another.
- **Edna St. Vincent Millay:** It is not true that life is one damn thing after another... It's one damn thing over and over.

## V. Coffee Break

- **Amnesia:** A patient is talking to his doctor:
  - Doc, I'm suffering from amnesia.
  - How long have you had it?
  - Had what?
- **Dead Language:** When we entered our Latin class at high school, we inherited the books used by the previous class. Pinned inside the back cover of my book was this poem:
 

"Latin is a language, as dead as it can be.  
It killed the ancient Romans, and now it's killing me".
- Бизнес-интервью.
  - Вы владеете эсперанто? Мы используем эсперанто для общения с некоторыми нашими партнерами.
  - Эсперанто? Конечно, знаю! Я же 10 лет жил там!

## VI. Basic Dialogues

15. I was a little disappointed

- A. How did you like English class today?  
 B. Well, **to tell the truth, I was a little disappointed.**  
 A. Why?  
 B. It wasn't as good, as I thought it would be. I really **expected it to be** much better.  
 A. That's too bad.

<b>To tell the truth</b> <b>Honestly</b> <b>To be honest</b>	<b>I was a little disappointed</b> <b>I was disappointed</b> <b>I wasn't very much pleased with it</b> <b>It was disappointing</b>	<b>Expected it to be</b> <b>Thought it would be</b> <b>Hoped it would be</b>
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16. I'm really annoyed

- A. I'm really **annoyed with** my secretary.  
 B. Why?  
 A. She's always making spelling mistakes.  
 B. Have you spoken to her about it?  
 A. Well, actually not.  
 B. I don't understand. If it **bothers** you so much, why don't you **mention it to her**?  
 A. I guess I should. But I don't like to complain.

<b>Annoyed with</b> <b>Upset with</b> <b>Mad at</b> <b>Angry at</b>	<b>Bothers</b> <b>Annoys</b> <b>upset</b>	<b>Mention it to her</b> <b>Talk to her about it</b> <b>Discuss it with her</b> <b>Bring up the subject with her</b>
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17. It doesn't make any difference

- A. What would you like to do this weekend?  
 B. Oh, I don't know. Whatever you'd like to do is fine with me.  
 A. You don't **have any strong feelings about it**?  
 B. No, not really. **It doesn't make any difference.**

<p><b>have any strong feelings about it</b>  <b>have a preference</b></p>	<p><b>It doesn't make any difference</b>  <b>It doesn't make any difference to me</b>  <b>It doesn't matter</b>  <b>It doesn't matter to me</b>  <b>It's all the same to me</b>  <b>I don't care</b></p>
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18. It's entirely up to you

A. **Would you mind** if I went home early?

B. No. I wouldn't mind.

A. Are you sure?

B. It doesn't matter to me whether you go home early or not. **It's entirely up to you.**

<p><b>Would you mind</b>  <b>Would it bother you</b>  <b>Would it disturb you</b></p>	<p><b>It's entirely up to you</b>  <b>It's up to you</b>  <b>It's entirely your decision</b>  <b>It's for you to decide</b></p>
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### VII. Know-It-All

- Language Detective: The season that follows summer used to be called autumn or "fall of the leaf", later shortened to fall. **Autumn** became the more usual term in England, and **fall** the more usual term in America.

Some Common Rules, Instructions and Slogans:

- NO TRESPASSING
- NO SMOKING
- NO LITTERING
- KEEP OFF THE GRASS
- NO EATING OR DRINKING IN THIS ROOM
- WATCH OUT!
- WATCH YOUR STEPS!
- MOVE TO THE REAR OF THE BUS
- KEEP OUT OFF THE REACH OF CHILDREN
- USE THE STAIRS IN CASE OF FIRE DO NOT USE THE ELEVATOR
- SEE REVERSE SIDE FOR IMPORTANT CONSUMER INFORMATION
- SLOWER TRAFFIC KEEP RIGHT
- DO NOT JOKE WITH AIRPORT PERSONNEL WHILE YOUR HAND LUGGAGE IS BEING INSPECTED
- PLACE STAMP HERE THE POST OFFICE WILL NOT DELIVER WITHOUT POSTAGE
- WRONG WAY
- THIS WAY, PLEASE
- HOV - 2 (3,4) ONLY
- FOLLOW ME
- FIRST COME, FIRST SERVED

### VIII. Arm Yourself

#### BRINGING IN OTHER PEOPLE:

- Don't you agree, John?
- What do you think, John?
- You're very quiet, John.
- I think John will agree with me when I say ...
- John's looking skeptical.
- I don't know what John thinks, but ...

## IX. Use Your Brains

What is your opinion on the following statistics? Comment on it. Compare these facts with the available statistics on Russia.

### WHAT COLLEGE STUDENTS EARN

Two-thirds of college students choose to work outside the classroom for extra cash. Monthly income from jobs:

- Don't have a job - 33%.
- Receive less than \$200 – 14%.
- Receive \$200-\$399 – 25%.
- Receive \$400 or over – 28%.

## X. Sharpen Your Skills

### ORAL PRESENTATION

Устное выступление на английском языке, как мы уже обсуждали в прошлом блоке, - один из самых сложных и ответственных видов языковой деятельности, требующий прекрасного знания самого предмета выступления, уверенного владения иностранным языком и отработанных навыков и психологических приемов воздействия на аудиторию. Ниже в систематизированном виде на английском языке даются некоторые подходы и практические рекомендации в этой области.

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### GIVING AN ORAL PRESENTATION

#### How to Make a Positive Impression

As you start your presentation, do the following things to earn the audience's confidence and trust:

1. Look sharp but relaxed on the platform.
  - Be neat in appearance.
  - Stand comfortably in full view of the audience and don't block your visual aids.
  - Show confidence.
  - Be positive, forthright, enthusiastic, and businesslike.
  - Don't make excuses about yourself or your subject.
2. Start promptly, slowly, deliberately, and in a friendly way.
  - Let the audience adjust gradually to your speaking speed.
  - Smile at your audience.
3. Establish and maintain strong eye contact.
  - Look at your audience.
  - Evaluate their reactions to what you are saying.
  - Avoid patterns in looking at the audience. For small groups, look at each person periodically. For larger groups, look at area.
4. Sound like an expert in your subject area.
  - Memorize your opening.
  - Avoid using note cards during your opening.
5. Control your movements and body language.
  - Stand still at first. Then start moving naturally but don't pace back and forth.
  - Move to signal transitions.
  - Use your hand naturally but don't distract the audience.

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### The Keys to a Winning Introduction

At the beginning of your presentation, you should do the following five things:

1. Introduce yourself
  - State your name and organization if your audience doesn't know you.
  - State your credentials to speak if you feel it's necessary.
2. Get the audience's attention – use an effective attention-getter:
  - State an unusual statistic.

- Tell an interesting story.
- Ask a provocative question.
- Present a relevant historical fact.
- Make a statement to show you care about the audience.
- 3. Motivate your listeners.
- Tell them your purpose in speaking and how it benefits them.
- Give them a reason to hear you speak.
- Get them involved in your topic right away.
- 4. Preview your topic.
- Briefly announce the title of your presentation.
- In general terms, tell the audience what's going to happen to them.
- Announce what you plan to do during the presentation.
- State the main idea of your presentation in clear, concise language.

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### **The Keys to a Winning Conclusion**

At the conclusion of your presentation, do the following to end in a positive and crisp fashion:

1. Review the main points.
  - Recap the 4 or 5 important ideas you want the audience to remember.
  - Use a handout that wraps up the key points.
2. Present a memorable closing statement
  - Make a summarizing judgment about your topic.
  - Issue a call for action.
  - Look to the future; make a prediction.
  - Ask a thought-provoking question.
  - Echo your opening remarks.
3. Conduct a productive question-and-answer session.
  - Listen carefully so you'll answer the specific question asked.
  - Don't fidget or nod enthusiastically during the question so you don't signal wrongly how you intend to answer.
  - Treat all the questions equally. Don't say "Great question!" for it infers the others weren't good.
  - Repeat positive questions and make sure everyone can hear them.
  - Paraphrase negative questions so you stay in control of the tone.
  - Never repeat inaccurate questions.
  - Correct the errors and move on.
  - Respond directly and honestly.
  - If you don't know the answer, say so and promise to find out. Then get back to the person with the answer.
  - Illustrate your answer with your own personal and professional experience, quotations from experts, facts, comparisons, or examples.
  - Connect your responses to the overall objective of the session.
  - Keep eye contact with your questioner and the audience.

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### **The Most Common Mistakes during a Presentation**

#### **1. Mistakes in content:**

- Not having a clear purpose for your briefing.
- Talking over the heads of your audience.
- Talking down to your audience.
- Not defining key terms, acronyms, or technical language.
- Covering too much information in the allotted time.
- Stretching out the presentation to meet the time.
- Going into too much detail.
- Not using transitions between the key points.
- Not allowing for questions or discussion.

**2. Mistakes in delivery:**

- Not speaking enthusiastically about your topic.
- Speaking too fast or too slow, too loud or too soft.
- Playing with your note cards or the pointer.
- Reading from your note cards word for word.
- Not making eye contact with the whole audience.
- Trying to be "cute" with the audience.
- Making apologies for mistakes.
- Trying to cover up mistakes.
- Saying "umm" or "ahh" too much.
- Moving around too much or being too stiff.

**XI. Your Turn**

- Read and translate the rules for a successful oral presentation. Make sure you understand all of them. Which of those points are new to you? What are the typical common mistakes in an oral presentation?
- Remember the rules and principles of an oral presentation. Be ready to play a role of an instructor to teach your class how to make an oral presentation.

**XII. Conversational First Aid Kit****HOW TO EXPRESS YOUR UNDERSTANDING****I don't understand:**

- I don't get it
- I don't follow you
- How's that?
- Run that by me again
- (Exactly) What do you mean?
- I don't get the picture
- Explain it all again
- Could you explain that again?
- What are you trying to say?
- I don't dig it!

**I understand:**

- I get it
- I follow you
- I see
- I see what you mean
- I see what you are trying to say
- I know what you mean
- I get your message

**XIII. Use Your Brains**

- Do you believe there is life on other planets?
- Do you believe in UFOs? Have you ever seen a UFO?
- Let's pretend that you have a contact with the UFO and aliens. Describe them to your class. Make sure that your classmates understand your description.

**XIV. Proverbs**

- **A friend in need is a friend indeed.** - A true friend will help you in a time of trouble.
- **Make hay while the sun shines.** - Take advantage of an opportunity to do something.

## **XV. Country Study: U.S.A.**

### **SUBURBS - AMERICAN LIFE STYLE**

#### **Suburbanization**

The term suburb has a Latin origin. It meant "at the foot of the city" from a time when a properly defensible city was built on a hill, and any spillover of population had to live at the base of the hill.

Suburbs are separate political entities from cities, and they may be chartered as towns, villages, or cities themselves. They have their own taxing powers, governments, and municipal services such as police and fire departments and school systems.

The growth of suburbs has obviously taken place as a result of ever-increasing city populations moving into areas outside the city limits. Because there were more people, there had to be space for them to live. But aside from the sheer necessity of more space, the suburbs have also grown by deliberate flight from the cities.

This flight began in a limited way in the late 19th century as wealthier people escaped the congestion of cities to more congenial areas that resembled the countryside. Since World War II, however, flight from city to suburb has assumed significant proportions as millions of individuals and families newly elevated to the middle class through postwar prosperity left cities and their disintegrating neighborhoods for the more open spaces of suburban living.

The growth of suburbia was not a peculiarly American phenomenon, but it took on greater proportions in the United States than anywhere else in the world. It could do so because there were great amounts of open land near cities that could be developed for residential living and business enterprise. Most of the land had been used for farming, but its nearness to cities so greatly inflated land values that it was impractical not to sell it to developers.

The increase in suburbia has changed the quality of urban places both socially and economically. The flight from the city after World War II resulted in great part from the arrival in the central cities of millions of people from rural areas both in the United States and from outside the country. These people took jobs on the lower end of the economic ladder. Many of those with higher paying jobs then tended to head for the suburbs. There was also a significant racial-ethnic factor. Many of the millions who came to the cities after the war were blacks and Hispanics, and those who departed the city were white.

Economically the urban place has also been changed by suburbia. Where there are large populations, there must also be businesses to serve them and eventually jobs for them. Today the suburban areas of many older major cities have more jobs than do the cities. Businesses have found it more convenient, safer, and more attractive to leave declining central cities with their eroding tax bases and poorer services and relocate in suburbs where there are often better educated people, more wealth, better public services, and fewer social problems.

#### **Megalopolis**

The term megalopolis, derived from the Greek words meaning "great city," was proposed by the French geographer Jean Gottmann to describe the continuous, dense population belt on the East coast of the United States that stretches from Boston to Washington, D.C. The term has since come to be applied to other vast metropolitan regions that have developed when urban areas grew together. An example is the region from Gary, Ind., stretching through Chicago and on to Milwaukee, Wis.

Other "great cities" that are emerging in the United States include the Los Angeles and San Francisco areas of California, Dallas-Fort Worth and Houston in Texas, and the Detroit-Toledo-Cleveland area of the eastern Great Lakes.

The easiest way to see the general layout of a city is to fly over it. One can see the residential neighborhoods of houses, stores, parks, schools, and playgrounds; banks, department stores, office complexes, hotels, and government buildings in the central city; factories and industrial parks around the fringes. Sometimes, in very large cities, there are factories and industrial parks either within or near residential areas.

To make everything work, there must be good streets, a wide variety of traffic arteries allowing cars and trucks to move easily from place to place. There must also be public utilities: water and sewage systems, electric power, natural gas, and telephone lines. The larger the city,

the more necessary are adequate systems of public transportation, including buses, street cars, and trains.

The need to move easily within and around cities has led to the construction of many expressways. In the United States entire neighborhoods have been torn down to make way for these roads.

In Chicago, Milwaukee, Los Angeles, and Dallas, for example, major expressways with several traffic lanes have been built to carry cars and trucks through the heart of the city as well as around the edges of it. There has generally been public outcry when neighborhoods have fallen because of such roadways.

### **The Suburban Nation**

A third of the nation's population lived in suburbs by 1960. The growth of suburbs was a result not only of increased affluence, but of important innovations in homebuilding, which made single-family houses affordable to millions of new people. The most famous of the suburban developers, Arthur Levitt, began what became a national trend with his use of mass-production techniques to construct a large housing development on Long Island, near New York City.

This first "Levittown" (there would later be others in New Jersey and Pennsylvania) consisted of several thousand two-bedroom Cape Cod style houses, with identical interiors and only slightly varied facades, each perched on its own concrete slab (to eliminate excavation costs), facing curving, treeless streets. Levittown houses sold for under \$10,000, and they helped meet an enormous demand for housing that had been developing for more than a decade. Young couples, often newly married war veterans eager to start a family, rushed to purchase the inexpensive homes, not only in the Levittowns but in similar developments that soon began appearing throughout the country.

Why did so many Americans want to move to the suburbs? One reason was the enormous importance postwar Americans placed on family life after five years of war in which families had often been separated or otherwise disrupted. Suburbs provided new families with larger homes than they could find (or afford) in the cities, and thus made it easier to bring up larger numbers of children. They provided privacy. They provided security from the noise and dangers of urban living. They offered space for the new consumer goods the appliances, cars, boats, outdoor furniture, and other products that most Americans craved.

For many Americans, suburban life helped provide a sense of community that was sometimes difficult to develop in large, crowded, impersonal urban areas. In later years, the "conformity" and "homogeneity" of the suburbs would be blamed for a wide range of social ills. But in the 1950s, many people were attracted by the idea of living in a community populated largely by people of similar age and background. Not all suburbs were as homogeneous as they sometimes appeared; a famous study of one of the Levittowns, for example, revealed a striking variety of occupations, ethnic backgrounds, and incomes within a single neighborhood. Nevertheless, suburban societies tended to attract people looking for a similar life style. Women in particular often valued the presence of other nonworking mothers living nearby to share the tasks of child raising.

Another factor motivating white Americans to move to the suburbs was race. Most suburbs were restricted to white inhabitants both because relatively few blacks could afford to live in them and because of formal and informal barriers to keep even affluent blacks out. As the black population of the nation's cities grew rapidly in the postwar years, and as urban school systems began to include increasing numbers of blacks (especially after the Supreme Court desegregation decisions of the mid-1950s), many white families fled to the suburbs to escape the integration of urban neighborhoods and schools.

One of the striking aspects of suburban life was how similar it often was from one area of the country to another. Because so many suburbs were built at about the same time, using similar construction techniques, the physical similarities alone were often striking. And because in the 1950s and 1960s many middle-class professionals were living increasingly mobile lives moving from one city to another as the national corporations for which they worked demanded, suburban populations often did not consist of people with strong local roots. On the other hand, suburban neighborhoods, just like urban neighborhoods, were not uniform.

The Levittowns ultimately became the homes of mainly lower-middle-class people, one step removed from the inner city. Other, more affluent suburbs became enclaves of far wealthier

families. Around virtually every city, a clear hierarchy emerged of "good" suburban neighborhoods and more modest ones, just as such gradations had emerged years earlier within the cities themselves.

### **The Suburban Family**

The growth of suburbs was not only a response to the growing demand for stable family life among the American middle class. It also helped shape the nature of that life. The suburban family was isolated from the activities of the city. To a large degree, it was even isolated from other suburban families. Homes were designed to maximize privacy; a distinctive feature of many new suburbs was that the back yard of each house, not the front yard, was the center of family activity. Moreover, since commercial and social facilities were generally distant enough from residential areas that they could be reached only by automobile, many suburban neighborhoods did not even include sidewalks; developers assumed that residents would seldom walk anywhere. The nature of the suburbs, in other words, encouraged families to turn inward, to focus their attention on the nuclear family unit.

For professional men (who tended to work at some distance from their homes, in the city), suburban life generally meant a rigid division between their working and personal worlds. For many middle-class women, it meant an increased isolation from the workplace. The enormous emphasis on family life of the 1950s created a particularly strong prejudice against women entering the professions, or occupying any paid job at all. Many husbands considered it demeaning for their wives to be employed; they feared it would be seen as a sign of their own inability to provide for their families. And many women themselves shied away from the workplace when they could afford to, in part because of new ideas about motherhood that seemed to require them to stay at home with their children.

Affluent women, then, faced heavy pressures both externally and internally imposed to remain in the home and concentrate on raising their children. Many women, however, had to balance these pressures against other, contradictory ones. In a society that was increasingly coming to prize the accumulation of consumer goods as a badge of success, many middle-class families found that a second income was essential for the maintenance of the standard of living they desired.

As a result, the number of married women working outside the home increased in the postwar years even as the social pressure for them to stay out of the workplace grew. By 1960, nearly a third of all married women were part of the paid work force. Many of those, of course, were women from working-class families, whose incomes were often essential to family survival. But many were also middle-class women, working to supplement the family income to permit a more comfortable life style.

### **XVI. Your Turn**

- Read and discuss the text about American habit to live in the suburbs. Is this life style typical for our country and for Russian people? Why do you think so?
- How do you define the "middle class"? Do we have middle class in Russia?

### **XVII. Use Your Brains**

What is your opinion on the following statistics? Comment on it. Compare these facts with the available statistics on Russia.

#### **EXECUTIVE RECREATION**

What chief financial officers at large corporations say is their favorite leisure activity:

- Golf – 21%.
- Reading – 14%.
- Team sports – 10%.

**XVIII. Thoughts and Ideas**

- **General Colin Powell's Rules.**

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose. You may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take counsel of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

**XIX. Conversational First Aid Kit****CONVERSATIONAL PHRASES****Linking words and phrases**

- As I told you just now
- As I mentioned before
- As you all know
- First of all
- As far as I know
- As far as I remember
- As far as I can remember
- To make a long story short
- Needless to say
- Of course
- By the way,
- One other thing I want to highlight is...
- Accordingly
- As a result
- Consequently,
- Similarly
- Likewise
- Finally
- In conclusion,
- In summary
- In addition to
- In contrast
- Hence,
- Therefore
- Thus
- Furthermore
- Also
- Moreover
- However
- instead
- in spite of
- Nevertheless
- As a matter of fact,
- In fact,

- ...obviously...
- Besides,
- On the contrary,
- On the other hand,
- On the other side,
- On one side,
- For that reason
- This is illustrated by
- For instance
- For example
- ... so on, so forth.
- As is known to all,
- As is known to the public,
- As noted above,
- Let me tell you something, ...
- It's noteworthy, that ...
- It goes without saying ...
- Moreover, to make matter worse, ...
- It's fashionable to say, ...
- To put the process back on track, ...
- What matters most, is ...
- To say flatly,
- I have the feeling, that ...
- It seems pretty obvious.
- Certainly, there is no doubt, ...
- If I could read the cards for the future, ...

## **XX. Use Your Brains**

What is your opinion on the following statistics? Comment on it. Compare these facts with the available statistics on Russia.

### **YOUTH VIOLENCE**

FBI data shows youth crime is down.

Arrests for violent youth crimes:

- 1994 – 125.085.
- 1995 – 106.190.
- 1996 – 102.231.

## **XXI. Coffee Break**

### **• Am I going in the right direction?**

A tourist got lost among the back roads in the middle of Vermont. He stopped his car to ask directions of one of the natives. "Say, old-timer," he called. "Am I on the right road to Montpelier?" The elderly gentleman sitting on his porch looked at him for a moment and drawled, "Ee-yuop." The tourist drove away, but no sooner had he gone a few hundred yards than he had a strange hunch. Something didn't seem quite right. He put the car in reverse, backed up to the house, and called out to the old man once again. "Say," he asked, "am I going in the right direction?" The old-timer managed just the shade of a grin as he replied, "Nope".

## **XXII. America ... takes the lead**

### **New in 1941:**

- December 7, 1941 – Pearl Harbor tragedy – a surprise Japanese attack on the US Pacific Fleet. America entered the WWII.
- Mount Rushmore National Memorial was opened in South Dakota. Sculptor Gutzon Borglum (after his death – his son Lincoln) accomplished the 50-70 feet visages of Washington, Jefferson, Lincoln, and Theodore Roosevelt.
- The Glenn Miller Orchestra became the US number-one band popular for its sentimental pop tunes. The "Sun Valley Serenade" movie was dedicated to the band and its music.
- Modern commercial TV was born on July 1, 1941, when David Sarnoff's National Broadcasting Company (NBC) and William Paley's Columbia Broadcasting System (CBS) each began transmitting 15 hours per week of cartoons, sports, and news from New York City.
- Aerosol insect spray.
- The National Gallery of Art in Washington, D.C.

### **New in 1942:**

- The Manhattan Project (The A-bomb) got a green light. A theoretical physicist J. Robert Oppenheimer and Brigadier General Leslie R. Groves coordinated 100,000 workers, 37 installations in 13 states and a dozen university laboratories. The Project's HQ became a secret compound near Los Alamos, New Mexico.
- Rationing in the U.S. began with sugar in May, coffee and gasoline in November.
- 110,000 Japanese-Americans were relocated to inland detention camps (10 prison-like "relocation centers").
- Hollywood siren Betty Grable's portrait became the favorite "pinup girl" of American GIs during WWII.

### **New in 1943:**

- The Jefferson Memorial was opened in Washington, D.C.
- American Broadcasting Co. (ABC).
- Cartoon characters of GIs Willy and Joe created by Bill Mauldin became the symbols of all the American servicemen at war.

### **New in 1944:**

- Operation "Overlord". D-Day – June 6, 1944. At 6:30 a.m. American, British and Canadian troops (155,000) under General Montgomery command crossed the English Channel and landed onto Normandy beaches.
- Roosevelt was reelected to unprecedented fourth term. His running slogan was: "Don't change horses in midstream".
- In summer 1944, economic ambassadors from 44 countries assembled in Breton Woods, New Hampshire, to negotiate the shape of postwar world trade. The IBRD – International Bank for Reconstruction and Development (known as the World Bank) and IMF – International Monetary Fund were created.
- A cartoon picture of a fictional American woman Rosie the Riveter created by Norman Rockwell became a symbol of all American women on the home front. Her slogan was: "We Can Do It!"
- Mark I, the first electro-mechanical calculator was produced by a joint venture between Harvard mathematician Howard Aiken and IBM. It was a prototype of a digital computer. Its greatest drawback was its size: 50 feet long and 35 tons.

### **New in 1945:**

- VE- Day – May 8, 1945.
- A-bomb from "Enola Gay" B-29 bomber hit Hiroshima. 80,000 Japanese died immediately and most of the city simply ceased to exist.
- August 14, Japan surrendered. General MacArthur received the surrender documents aboard the US battleship "Missouri" in Tokyo Bay on September 2.

- FDR – Franklin D. Roosevelt – died on April 12. His successor was Vice President Harry S. Truman.
- Lieutenant Audie Murphy was the war's most-decorated American soldier (24 decorations, including a Congressional Medal of Honor). After the war he attempted to turn his celebrity status into Hollywood stardom (mostly in low-budget cowboy pictures).

#### **New in 1946:**

- January 10, 1946, emissaries of 51 nations met in London for the first session of the United Nations General Assembly.
- Tide detergent.
- Cannes Film Festival.
- Bikini swimsuit.
- Dr. Benjamin Spock's bestseller "The Common Sense Book of Baby and Child Care".
- Robert Pen Warren wrote his prominent work of fiction – "All the King's Men".
- Scientists at the University of Pennsylvania built the world's first all-purpose electronic digital computer, a 30 ton behemoth called the Electronic Numerical Integrator and Computer (ENIAC).

#### **New in 1947:**

- Marshall Plan for Europe (\$13 billion in US government aid).
- Bell Telephone Laboratories' researchers William Shockley, John Bardeen and Walter H. Brattain invented the transistor.
- US State Department analyst George F. Kennan proposed "containment" policy against the Soviet Union (communism) in "Foreign Affairs" article (written under pseudonym "X").
- Sugar rationing ended.
- CIA was created.
- Speculations about UFO became all the rage.
- Phrase "Cold War" was coined by financier Bernard Baruch.
- Sony Corporation in Japan.
- Ajax cleanser.
- The Gibson Les Paul electric guitar (nicknamed "The log").

#### **New in 1948:**

- 25-year-old Brooklyn-reared writer Norman Mailer published a powerful war novel "The Naked and the Dead".
- The Polaroid Land Camera invented by Edwin Herbert Land hit the market.
- Land Rover Jeep

#### **New in 1949:**

- NATO was formed on April 4, 1949.
- George Orwell's anti-utopian novel "1984".
- US Congress raised the minimum wage from 40 to 75 cents.
- The first TV soap opera – "These Are My Children", NBC.
- "Lego" building blocks.
- Prepared cake mixes (General Foods and Pillsbury).
- The first show of Hank Williams – the greatest star in the history of country music – in Nashville, Tennessee. Hank was only 29 when he died of heart failure on New Year's Day, 1953.
- Arthur Miller wrote "Death of a Salesman" – a modern-day version of classical tragedy with a common man as hero. The play won the Pulitzer Prize and Miller became one of the most famous playwrights of his generation.

#### **New in 1950:**

- The Korean War began.

- Wisconsin senator Joseph McCarthy headed the anti-communistic witch-hunts in the USA. The spirit of "a red under every bed".
- Credit card – "Dinner's Club".

Lafayette Ron Hubbard, a founder of Los Angeles-based Church of Scientology, published his book "Dianetics: The Modern Science of Mental Health".

### XXIII. Your Turn

- Analyze the facts from "America ... takes the lead". What struck you most while reading those facts?
- What are the American inventions in social sphere, business and day-by-day life of the people?
- Compare the facts from American life with the Russian reality at the same period of our history.

### XXIV. Roll Up Your Sleeves

Translate the following sentences into plain English and cool Russian:

1. Feel free to wear what you want, this is an informal get-together.
2. I feel in my bones that tomorrow will be a fine and sunny day.
3. In spite of my tough preparation I've failed in English. I feel like two cents.
4. I had a headache yesterday but today I feel like a million dollars.
5. He felt out of place among all those computer buffs.
6. He is a fence-sitter because he has no idea which candidate he wants for President.
7. He is a fifth wheel in our organization and nobody wants to work with him.
8. He tries to please her, but she always finds fault.
9. He moved from job to job before he found himself.
10. Do your homework before you go out to play. First things first.
11. First and foremost, we need some food.
12. There are many things to do before our overseas trip. So, fish or cut bait.
13. He is a hunter and likes to exaggerate his successes by telling fish stories.
14. I can fix it up with the manager and you will receive your promotion.
15. I got a flea in my ear when I asked my boss about my salary.
16. Face the facts, my dear friend, stop being such a flower child.
17. He was flying blind when he spoke about UFO.
18. I had a lot of fun during my summer vacation, the only fly in the ointment was bad weather at the beginning.
19. His silly mistake made the teacher flew off the handle.
20. She followed her heart and became a primary school teacher.
21. Just follow your nose and you'll get there.
22. You'd better get started with your homework than fooling around.
23. I bought this beautiful cowboy bola for a song.
24. He got a chance to go to Atlanta for free.
25. We don't have an official party, it's a friendly get-together just for fun.
26. He drank a can of beer and cracked a joke for laughs.
27. Don't tell me all that stuff, I'm from Missouri.
28. I hinted to him that I wanted to leave early, but he didn't get the message.
29. He doesn't work here any more. He got the axe last week.
30. The clerk's arrogant attitude got to my goat.

### XXV. Use Your Brains

What is your opinion on the following statistics? Comment on it. Compare these facts with the available statistics on Russia.

#### FAVORITE CLASSES

American students ages 10-17 say they prefer to study math and science. Students' favorite subjects are:

- Math – 28%.
- Science – 21%
- Art – 16%.

**XXVI. American Pop Culture****LIES  
By Elton John**

Some lie about who they love,  
Some lie about the truth.  
Some lie to save their lives,  
Some lie about their youth.

Some lie about age and beauty,  
The conquest of sex.  
Most lie about the night before.  
A woman lies for a party dress,

I've lied for a stolen moment,  
I've lied for one more clue.  
I've lied about most everything,  
But I never lied to you.

And we lie, lie, lie.  
On a streetcar named desire.  
Oh, we lie, lie, lie.  
For that sweet bird of youth,  
I could be great like Tennessee Williams  
If I could only hear something  
That sounds like the truth.

Some lie in the face of death,  
Some lie about their fame.  
Some kneel and lie to God,  
Some lie about their name.

Some lie in words and speeches  
With every living breath.  
The young lie with their guitars,  
The old lie for a little respect.

I've lied to lie with danger,  
I've lied for a drug or two.  
I've lied about most everything  
But I've never lied to you.

And we lie, lie, lie  
On a streetcar named desire.  
Oh, we lie, lie, lie.  
For that sweet bird of youth,  
I could be great like Tennessee Williams  
If I could only hear something  
That sounds like the truth.

I've lied for one more clue,  
I've lied about most everything,  
But I never lied to you.

**XXVII. Your Turn**

What is the previous song about? Do you lie often? Is it OK to lie? Are there any conditions when it's appropriate to lie? Is there a difference between a political lie and a personal lie?

**XXVIII. Coffee Break**

- **Robert Orben's One-liner:** But I don't blame the British for the way they cook. Do you realize if it wasn't for heartburn, these people would never get warm?
- **Robert Orben's One-liner:** The British still like their drinks warm. I was in London for three weeks and there's only one thing you can count on getting cold - and that's hot water.
- **Robert Orben's One-liner:** You remember Great Britain. A number of islands entirely surrounded by hot water?

**XXIX. Mr. President Speaks ...**

RADIO ADDRESS OF THE PRESIDENT TO THE NATION

May 23, 1998

The Oval Office

THE PRESIDENT: Good morning. This weekend marks the time when we honor the brave men and women who gave their lives to serve our country, and we thank the hundreds of thousands of Americans in uniform who protect and defend us every day all around the world. But this Memorial Day Weekend, Americans are also praying for the people who lost their lives and for those who were wounded when a 15-year-old boy with semi-automatic weapons opened fire in Springfield, Oregon, this Thursday.

Like all Americans, I am deeply shocked and saddened by this tragedy, and my thoughts and prayers are with the victims and their families. Like all Americans, I am struggling to make sense of the senseless, and to understand what could drive a teenager to commit such a terrible act. And like all Americans, I am profoundly troubled by the startling similarity of this crime to the other tragic incidents that have stunned America in less than a year's time -- in Paducah, Kentucky; Jonesboro, Arkansas; Pearl, Mississippi; and Edinboro, Pennsylvania.

We must face up to the fact that these are more than isolated incidents. They are symptoms of a changing culture that desensitizes our children to violence; where most teenagers have seen hundreds or even thousands of murders on television, in movies, and in video games before they graduate from high school; where too many young people seem unable or unwilling to take responsibility for their actions; and where all too often, everyday conflicts are resolved not with words, but with weapons, which, even when illegal to possess by children, are all too easy to get.

We cannot afford to ignore these conditions. Whether it's gang members taking their deadly quarrels into our schools, or inexplicable eruptions of violence in otherwise peaceful communities, when our children's safety is at stake we must take action -- and each of us must do our part.

For more than five years we have worked hard here in our administration to give parents and communities the tools they need to protect our children and to make our schools safe -- from tighter security to more police to better prevention. To promote discipline and maintain order, we are encouraging and have worked hard to spread curfews, school uniforms, tough truancy policies. We instituted a zero tolerance for guns in schools policy. It is now the law in all our 50 states. And we'll work hard to make it a reality in all our communities to keep deadly weapons out of the hands of our children and out of our schools. And we will continue to demand responsibility from our young people with strong punishments when they break the law.

This year, Congress has an opportunity to protect our children in our schools and on our streets by passing my juvenile crime bill, which will ban violent juveniles from buying guns for life, and take other important steps. We shouldn't let this chance pass us by.

But protecting our children and preventing youth violence is not a job that government can, or should, do alone. We must all do more -- as parents, as teachers, as community leaders -- to teach our children the unblinking distinction between right and wrong, to teach them to turn away from violence, to shield them from violent images that warp their perceptions of the consequences of violence.

We must all do more to show our children, by the power of our own example, how to resolve conflicts peacefully. And we must all do more to recognize and look for the early warning signals that deeply troubled young people send before they explode into violence. Surely, more of them can be saved and more tragedies avoided if we work at it in an organized way with sensitivity and firm discipline.

This weekend, we grieve with the families of Springfield, Oregon. We may never understand the dark forces that drive young people to commit such terrible crimes, but we must honor the memories of the victims by doing everything we possibly can to prevent such tragedies from occurring in the future, and to build a stronger, safer future for all of our children.

Thanks for listening.

### **XXX. Your Turn**

- Read the President's speech thoroughly.
- What is this speech about?
- Find the conversational phrases, which are used only in oral speech. What are the other traits of an oral presentation which are widely used by the President? Is it appropriate to use them here? Why?

### **XXXI. Coffee Break**

- Artificial insemination is when the farmer does it to the cow instead of the bull.
- Dew is formed on leaves when the sun shines down on them and makes them perspire.
- Mushrooms always grow in damp places and so they look like umbrellas.
- How to keep milk from turning sour? Keep it in the cow.

### **XXXII. Thoughts and Ideas**

#### **Colin Powell:**

- Bad news isn't wine. It doesn't improve with age.
- From time to time, I'm going to make you mad as hell. Making people mad is part of being a leader.
- If you are going to achieve excellence in big things, you develop the habit in little matters.
- People stand up and cheer when they hear what they want to hear rather than what they ought to hear.
- You can be anything you want to be. But wanting to be isn't enough. Dreaming about it isn't enough. You've got to study for it, work for it, fight for it with all your heart and soul.

### **XXXIII. Talk Show**

#### **TALKBACK LIVE**

#### **JOHN GLENN TALKS TO THE PEOPLE**

BOBBIE BATTISTA, HOST: He has been places most of us will never go. Talk to an all-American hero, John Glenn, about his amazing voyage. It's your turn to talk back.

BATTISTA: From Mercury Six to STS-95, statesman and spaceman John Glenn journeys through space and time and, having been there and back, he lands right here on TALKBACK LIVE. I'm Bobbie Battista. With John Glenn at the Johnson Space Center in Houston is our own Miles O'Brien. Miles, good to see you, and, Senator, it's a pleasure to have you on the show.

JOHN GLENN, STS-95 CREW MEMBER: Thank you.

BATTISTA: I should tell you that there are a lot of anxious questions here in the audience. We'll try to get to those as soon as we can.

MILES O'BRIEN, CNN ANCHOR: All right, Bobbie, good to see you too. And we should just tell folks where we are right now. We're in building nine, where Senator Glenn and all the astronauts spend a good deal of time training, right?

GLENN: A lot of time, Miles.

O'BRIEN: How many hours would you say you spent in this building?

GLENN: Oh, I don't know. Several hundred, I suppose, over the last several months in here, where we have the full trainers and everything that we do all our work out on.

O'BRIEN: All right, now, real quickly, he's -- you've been on the ground for little more than ten days. You've had a -- to say the least -- a busy schedule, including ticker-tape parades and so forth, but tell us how much you've had to do in the way of medical follow-on studies.

GLENN: Well, every day has been pretty much filled up with medical studies and, oh, blood studies, bone studies, muscle studies, everything that we measured before flight, some during flight, and now after flight. And this gives us a medical baseline data, they call it, baseline data collection, and this is really what we're really eventually after. After it's all analyzed, tell us what really happened to my body up there compared to the younger people who have changes in their body, and I have changes as part of the natural process of aging. They're comparing these, trying to find out what turns the body on and off in these different systems. So, we're doing a lot of medical checks.

O'BRIEN: So in short, it's pay back time, that's what it is.

GLENN: It's payback.

O'BRIEN: All right, we'll send it back to Atlanta. Bobbie, a question?

BATTISTA: Let me ask you a question real quickly before we go to the audience. We were just wondering if after all of the training and the fact that you've done this twice now in your lifetime, if it still holds that sense of wonder and awe for you.

GLENN: Oh, absolutely. I think anyone that's been up there would like to go up every day for now on, for the rest of their life, it's that fascinating.

BATTISTA: Absolutely. Pat in our audience has a question for you now. Go ahead, Pat.

PAT: I would like to know what was the best and the worst part of your experience?

GLENN: My best and worst. Well, the whole flight was one that I enjoyed very, very much, and I -- I'm getting the feedback, here. It's awful difficult to talk against here. The worst part of it, I guess, is all of the medical checks, where you're doing so much work with blood letting. I think I gave 12 blood samples in flight, and nobody likes to get stuck with needles, so that part isn't so good. But the best part of the flight is the personal aspect, again, being up there again, just being able to look out and see the Earth with the way it is up there with the curved horizon like that, see sunsets and sun rises, watch whole continents and countries go by just at a glance. We're looking about 2,000 miles to the horizon in any one direction up there, so it gives you a tremendous view. You just can't be -- help but be impressed with that.

BATTISTA: Senator Glenn, we have a special guest in our audience. It's pure coincidence that Walter worked at NASA back when you were there during the Mercury Six program.

GLENN: Really?

BATTISTA: Yes, so he's thrilled to be here and ask you a question.

GLENN: Good, all right, great.

WALTER: John, I started at the Marshall Space Flight Center in 1960, and as you know, that the propulsion center for NASA.

GLENN: That's right.

WALTER: So, my question to you is, how would you compare the ride that you had on Mercury Six with the shuttle ride that you had?

GLENN: Well, a little bit different in that I think the ride this time was a little bit worse in that -- not worse. It wasn't all that bad. But more shuttering and shaking, perhaps. More sudden lift-off.

BATTISTA: Darlene in our audience, go ahead.

DARLENE: Yes. Mr. Glenn, in light of your trip, what message do you have for our youth today in a changing world?

GLENN: Well, it's a changing world, and what we're doing with all of this is we're trying to learn the new things that will let life be even better for all the younger generation -- and the older folks,

too. That's what this is all about is very, very basic research, and any young person that's interested in this or any young person that's interested in just a good career in the future, stay in school, be there, learn everything you can learn. There are opportunities you will have through your lifetime just as I have had through my lifetime so far that came up, that I was glad I had the background, I was glad I had the training, glad I had gone to school and studied these things. Anything you want to do in life is going to require getting a good, solid base in school and a good education. If you don't do that, then you're doomed to just living a very ordinary, humdrum life at best, if even that good. But if you really want to be active and make something out of your life, whether you're going to be a professor, a teacher, a doctor, a lawyer, a farmer or whatever you're going to be, you're going to have to know something in this new age. We're in the computer age these days. We're learning a lot of new things out there in the space program, and I just encourage young people to be interested in it, get your math, your science down there. That's going to benefit you, no matter what you go into later on in life.

O'BRIEN: Senator, when you walked off the shuttle, and I know it's important for you to walk off the shuttle, you were walking a little bit gingerly.

GLENN: I was.

O'BRIEN: You weren't quite a hundred percent. How you feeling now? How long did it take to get back to normal?

GLENN: Doing fine, Miles. Took me about three days to get back to normal, and I think by the end of the fourth day I was completely normal. I was having no aftermath in the program whatsoever by the end of four days.

O'BRIEN: All right, it's time for us to take a break. Senator Glenn -- Senator Glenn will be back and he'll be joined by Steve Robinson, who was the payload commander on this mission, the man who greeted Senator Glenn as he went to space the second time around. Stay with us for more TALKBACK LIVE.

#### XXXIV. Your Turn

- What is the core idea of the "Talkback Live" discussion? Do you believe that space explorations are important for the mankind?
- What is Glenn's message to the young people today in a changing world?
- Find conversational phrases, try to find other equivalents to them. Pay attention to the conversational style of the show.

#### XXXV. Thoughts and Ideas

- **Styx:**  
Mr. Khrustchev says he will bury you,  
I don't subscribe to this point of view.  
Such an ignorant thing to do  
if the Russians love their children too.
- **Neil Young:**  
Everybody wants to sell what's already been sold,  
Everybody wants to tell what's already been told,  
What's the use of money if you ain't gonna break the mould,  
And even at the center of fire there is cold and all that glitters ain't GOLD.
- **Prince:**  
The more I see  
The more I know  
The more I know  
The less I understand

**XXXVI. Know-It-All**

Sentences containing every letter of the alphabet are called "pangrams", or "holalphabetic sentences". Here is an example:

**"THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG."**

**XXXVII. Country Study: U.S.A****AMERICAN CULTURE ABROAD**

Various agencies, institutions, individuals and groups have conveyed US ideas, myths, and models abroad: armies, business corporations, traders, investors, institutions (like universities), world and other international exhibitions, personalities, tourists, philanthropists etc., and most significantly, American mass media (radio, television, press) and culture industries (film, music, fashion, advertising etc.) In all of these domains "the United States has proved the richest source of novelty in capitalist production and reproduction." Especially all kinds of cultural entrepreneurs are significant agencies in the transmission of US popular culture abroad.

As to governmental interventions, an important distinction should be made between business sectors which depended on foreign operations for survival - entertainment, aerospace, oil - and those which chose freely to invest abroad (Kelloggs, Procter & Gamble, IBM, etc.) In the domain of popular culture, of all industries concerned, Hollywood has probably had the greatest impact abroad, particularly in Europe. It has never been disturbed by serious competition.

A significant agency is the United States Information Agency which was established in 1948, under the pressures of the Cold War. In its overseas operations, USIA (now the US Information Service) bore chief responsibility for organizing an American cultural offensive in Europe designed to create sympathy and understanding among European publics for United States foreign policy objectives. (The Division of Cultural Relations which was created within the Department of State in 1938, was a foreshadowing of this cultural diplomacy.) That cultural offensive took many forms: performances of American music, exhibitions of American artists, and representation at international expositions. Through Voice of America radio programming, including jazz, rock, and country music, USIS transmitted a range of American cultural forms to and across Europe. Equally important, USIS became an umbrella agency for two of the most authoritative vehicles for transmitting American culture abroad: America Institutes and the Fulbright exchange program.

It should be emphasized that initially US cultural diplomacy in the Cold War was to impress Europeans with "serious" American music such as Aaron Copland, Samuel Barber, and Walter Piston. However, it was the American dominated entertainment industry which would "Americanize" European tastes. Not until the early fifties did the Department of State fully realize the possibilities embedded in US popular music. Then it was Louis Armstrong who drew massive European audiences during an officially sponsored tour.

Even more direct transmission of American popular culture took place through the US military bases and other bulwarks of American political presence in most of Western Europe, Japan and various other locations in the world. Regularly scheduled country music, rock and jazz programs on the American Forces Network (AFN) have been very influential in having locals become better acquainted with these musical genres.

Not only American material culture and goods, but also American cultural and behavioral practices and their associated ideologies have been significant vehicles of American popular culture abroad. Through the importation and dissemination of practices in management, therapy, and education, an often more hidden - but perhaps more significant - cultural influence on European and other societies within the US cultural orbit has taken place, especially in the post-World War II period. This started as early as the 1920s, however, predominantly within the domain of industrial management. Through the adoption of these practices, specific ways of defining and tackling problems, and thus also standards of knowledge, values and norms, ideals, and behavior patterns which had originated in America, became influential.

In the late 1940s and 1950s the reconstruction capital provided by the Marshall Plan encouraged the growth of American management practices and transformed Europeans into consumers of American products and images.

With the rise of late modernity (or "postmodernity" if one wishes), and the vanishing of strict distinctions between high culture and popular culture forms, members of the so-called new middle-class have become crucial carriers and mediators of global, mass-mediated cultural forms - with strong overtones of US popular culture. This socially mobile new middle class grew up with the products and socio-cultural codes of the post-World War II popular culture, and many of its members have now reached well-established positions in various societal domains.

The bulwarks of this social class are within the mass media, service industries, higher education, social institutions of modern welfare states and the like.

Americanization and modernization may sometimes be the same thing, but in each and every case care should be taken to distinguish one from the other. Certainly, there was a common frame of reference for the reception of transatlantic examples in developed industrial societies. American ideas and practices of various kinds seemed to offer solutions for problems which structurally resembled one another in these societies. Yet there were also specific developments in the receiving societies which clearly differed from those in America, such as the development of a modern welfare state in many cases, the very different relationships between capital and labor, opportunities to exert economic pressure, and political power structures. (This occurred in spite of the American influences which were at issue here as well, particularly the implementation of American management practices.) Besides, there were elements at stake which were outside the context of modernization. In some cases American cultural influences even entailed counter-responses to modernization, like in the case of the radiation of the US counter-culture of the late 60s and early 70s in Europe.

Another trap to be avoided is employing a concept of American popular culture as monolithic, innocent of contradictions and complexity. American culture was never, and nowadays is not, an ideological or aesthetic monolith. Conflicting trends exist, even within the mainstream of American culture. Compare the late forties in Western Europe in this respect. The ideals of *Gone with the Wind* are not identical with those of *The Grapes of Wrath* to give just one obvious example of that period. Nor had Hollywood's particular brand of light family entertainment much in common with, say, the daring experiments carried out by jazz musicians at the same time. They articulate diverse experiences of America, but it is hardly likely that the general European public was aware of such differences during the late forties. Concepts of an "other" or "alternative" America, unknown to the generation of the first postwar years, received much attention during the following decades.

An intriguing example is the European student movement of the sixties, insofar as this was a counterpart of the American New Left. Ironically, the rebellious students of the sixties, influenced by the alternative America, often considered themselves "anti-American"- strictly speaking, an inappropriate term which obscures the fact that many Europeans protesting against the war in Vietnam were inspired by the ideals and artistic expressions of the American New Left and youth culture. What was considered anti-American should rather be called anti-establishment, or at least anti-the-American-political-establishment.

The solidarity with black protest in the USA and the attempts to emulate the culture of the California hippies pointed to another America than that of the Pentagon and the White House, but the vital models still emerged from the USA. The concept of anti-Americanism rested on assumptions about US culture as a monolith - assumptions plainly contradicted by the protesters' own lifestyles.

More recently this dualistic attitude towards America among foreign audiences - simultaneously embracing its popular culture and criticizing the USA as an imperialist, oppressive power - has been enforced by American movies about the Vietnam war in a complex way. Vietnam movies not only reflected the ways in which Americans were trying to come to grips with their Vietnam trauma (and in that sense addressed the central concerns of an American public), they also became potent carriers of American cultural codes abroad.

Another element that undermines the view of American culture as monolithic is the interplay between this culture and other ones. This is very obvious in the Euro-American context. Instead of the "invasion," "colonization," or "infection" model of the discourse of Americanization, there is a complex series of exchanges between the United States and Europe.

European émigrés went to Hollywood and the thrillers they made were later hailed by French critics as film noir. From a French reappraisal of Hollywood films evolved the *nouvelle vague* [new wave], and Godard's *A Bout de Souffle* (1959) was later remade with the plot turned

inside out by Jim McBride in the Hollywood film *Breathless* (1983) and Jerry Lee Lewis's rock 'n' roll on the sound track.

In popular music there is a two-way flow of influence between America and Great Britain, with American musicians revealing detailed knowledge of rare English ballads and pop songs or with British musicians re-introducing America to its own traditions -- blues, rhythm and blues, country, rockabilly, soul -- over the last twenty-five years. We may also think of the links between Irish and American musical traditions, the Irish origin of some rural American country music, and the popularity of country in Ireland nowadays. Similar examples can be given with regard to other domains, such as the visual arts, modern architecture and industrial design, social sciences and associated cultural practices.

### XXXVIII. Your Turn

Read the text about American cultural influence over Europe. Comment on the American influence over Russia. Do you believe there is a "cultural invasion", "cultural capitalism" from the American side towards other countries?

### XXXIX. Arm Yourself

#### "GIVE": PHRASAL VERBS

##### **give away**

1. To make a gift of.
2. To present (a bride) to the bridegroom at a wedding ceremony.
3. To reveal or make known, often accidentally.
4. To betray.

##### **give back**

1. To return.

##### **give in**

1. To hand in; submit.
2. To cease opposition; yield.

##### **give of**

1. To devote or contribute.

##### **give off**

1. To send forth; emit.

##### **give out**

1. To allow to be known; declare publicly.
2. To send forth; emit.
3. To distribute.
4. To stop functioning; to fail; to come to an end.
5. To become used up or exhausted; run out.

##### **give over**

1. To hand over; entrust.
2. To devote to a particular purpose or use.
3. To surrender (oneself) completely; abandon.

##### **give up**

1. To surrender.
2. To devote (oneself) completely.
3. To cease to do or perform.
4. To desist from; stop.
5. To part with; relinquish.
6. To lose hope for.
7. To lose hope of seeing.
8. To admit defeat.
9. To abandon what one is doing or planning to do. Often used with on.

**XXXX. Your Turn**

Find the closest meanings of the phrasal verb "Give" with different prepositions. Translate the following sentences:

1. He gave me back my book.
2. He gave back everything he had stolen.
3. She gave in her report.
4. We asked him every day if we could go to the movies, and in the end he gave in.
5. She really gave of her time to help.
6. They give of themselves to improve the quality of education.
7. He gave out the bad news.
8. The battery gave out so I can't use my radio.
9. They gave out the surplus food.
10. Their determination finally gave out.
11. He gave the day over to merrymaking.
12. Finally I gave myself over to grief.
13. The suspects gave themselves up.
14. She gave herself up to her work.
15. The rescue teams gave up their search.
16. He gave up smoking.
17. Our neighbors gave up their apartment.
18. The student gave up all hope.
19. We had given the dog up as lost.
20. We'd given you up an hour ago.
21. He gave up on writing the novel.

**XXXXI. Use Your Brains**

5-minute writing storm: "What is patriotism?"